



Cherokee Trail Elementary

6219 Hwy. 184 East
Donalds, South Carolina

Grades	PK-7 Elementary School	
Enrollment	446 Students	
Principal	Chester R. King	864-379-8500
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-459-4782

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

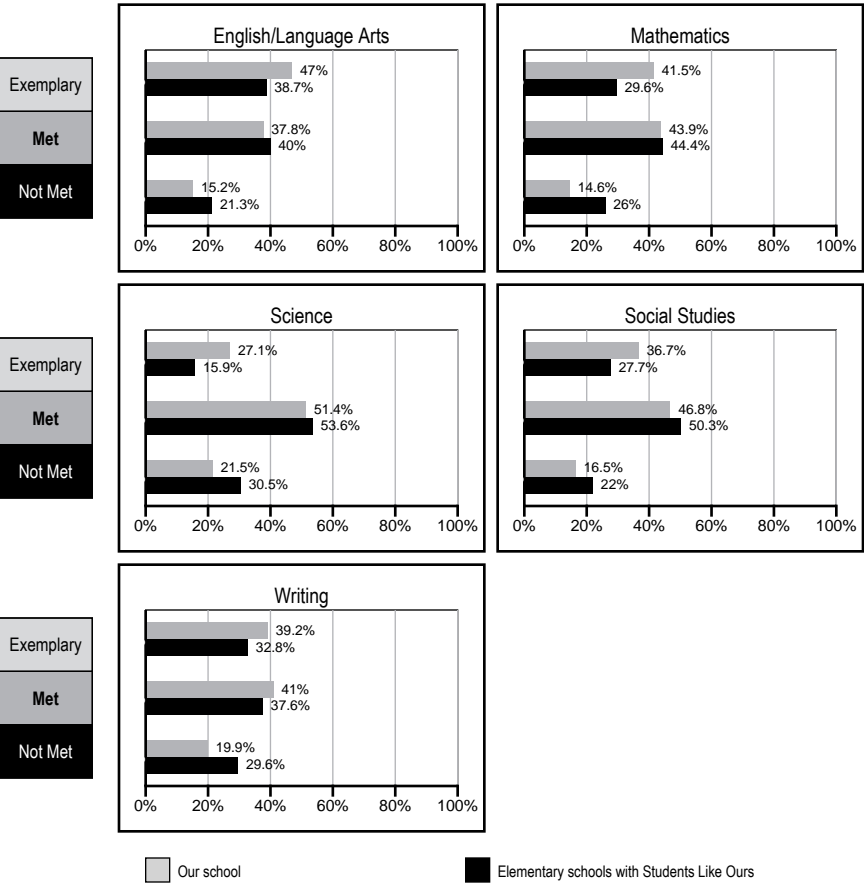
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	72	2	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=446)				
First graders who attended full-day kindergarten	100.0%	Up from 97.9%	100.0%	100.0%
Retention rate	1.7%	Down from 2.6%	2.1%	1.9%
Attendance rate	95.5%	Down from 96.0%	96.2%	96.3%
Eligible for gifted and talented	15.5%	Up from 14.9%	10.9%	10.0%
With disabilities other than speech	11.0%	Down from 12.0%	9.3%	7.7%
Older than usual for grade	1.9%	Up from 1.7%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.5%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	71.4%	Up from 65.5%	59.0%	59.4%
Continuing contract teachers	96.4%	Down from 96.6%	84.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.5%	No Change	86.7%	85.9%
Teacher attendance rate	95.6%	Down from 99.3%	95.1%	95.1%
Average teacher salary*	\$50,672	Up 4.9%	\$47,306	\$47,149
Professional development days/teacher	8.5 days	Down from 9.6 days	11.8 days	11.1 days
School				
Principal's years at school	18.0	Up from 17.0	4.5	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 17.2 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.7%	Down from 94.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,914	Up 11.2%	\$7,291	\$7,458
Percent of expenditures for instruction**	77.1%	Down from 79.9%	68.0%	68.8%
Percent of expenditures for teacher salaries**	72.7%	Down from 75.5%	63.4%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008-09 school year was another successful and exciting time for Cherokee Trail Elementary School. We continue to strive to utilize and promote educational technology. Our emphasis again this year is to increase the use of technology to enhance instructional strategies. Elmos and SMART Boards were purchased for every classroom, and the faculty has been trained to incorporate a variety of methods of instruction to meet the needs of the various learning styles at our school. Twenty-five computers were placed in the library for student use, new computers were purchased for the computer lab, and each classroom received a new computer.

Several students were recognized for outstanding accomplishments. A seventh grader was recognized by Governor Mark Sanford at the Governor's Citizenship Award Ceremony in Columbia. A fifth grade student was honored in Columbia as the District Winner in the State Superintendent's Writing Awards. Several students were awarded certificates and monetary awards in the Soil and Water Conservation Contest. Five seventh grade students participated in the Duke Talent Identification Program.

Our faculty, staff, and students volunteered their time and efforts in school-wide and community projects. Cherokee Trail contributed food to the annual Due West Thanksgiving Community Dinner, My Brother's Keeper, and to needy children at the school. Over \$3000 was raised this year for two local children with cancer and for the American Heart Association.

Faculty members received several awards. Margaret Farner was selected Teacher of the Year, and last school year's Teacher of the Year, Adrienne Padner, was selected Abbeville County Teacher of the Year. Angie Nickles received an EIA Grant for \$1800 to allow fifth grade students to learn about the television news business. The highlight of the grant was a tour of the CNN studios in Atlanta.

Our PTO and School Improvement Council are appreciated for their contributions and hard work. Through their work several significant improvements were made. Most notable were the addition of intercom speakers to the lunchroom and to the gym, and an outside water fountain for use at recess.

Chester R. King, Principal

Susan Cheek, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	47	7
Percent satisfied with learning environment	93.5%	91.5%	I/S
Percent satisfied with social and physical environment	96.8%	85.1%	I/S
Percent satisfied with school-home relations	93.5%	97.9%	I/S

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	273	99.6	16.4	41.6	42	90.1	88.3	82.8	Yes	Yes
Gender										
Male	141	99.3	17	43	40	88.9	86.6	79.3	N/A	N/A
Female	132	100	15.7	40.2	44.1	91.3	90.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	215	100	13	40.9	46.2	92.3	92.3	89.5	Yes	Yes
African American	56	98.2	30.2	43.4	26.4	81.1	82.2	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	47	100	40	42.2	17.8	73.3	65.1	52	Yes	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	16.7	50	33.3	83.3	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	99.4	20.5	45.3	34.2	87	84.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	273	99.6	14.5	40.5	45	90.5	87.4	78.9	Yes	Yes
Gender										
Male	141	99.3	16.3	35.6	48.1	88.9	87.2	77	N/A	N/A
Female	132	100	12.6	45.7	41.7	92.1	87.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	215	100	10.1	38.5	51.4	92.8	91.4	87.2	Yes	Yes
African American	56	98.2	32.1	47.2	20.8	81.1	81.4	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	47	100	46.7	35.6	17.8	64.4	59.2	45.5	Yes	Yes
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	8.3	25	66.7	100	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	99.4	22.4	42.2	35.4	85.1	83	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	185	99.5	18	49.4	32.6	82	77.4	67.5
Gender								
Male	93	100	15.7	48.3	36	84.3	78.2	67
Female	92	98.9	20.2	50.6	29.2	79.8	76.6	68
Racial/Ethnic Group								
White	147	99.3	12.6	50.3	37.1	87.4	86.7	79.5
African American	37	100	40	45.7	14.3	60	63.1	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	33	97	45.2	38.7	16.1	54.8	50.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	120	100	25.2	49.6	25.2	74.8	71	55.1

Social Studies

All Students	188	98.4	21.4	47.3	31.3	78.6	79.1	72.3
Gender								
Male	96	99	20.2	41.5	38.3	79.8	76.5	71.5
Female	92	97.8	22.7	53.4	23.9	77.3	82	73.2
Racial/Ethnic Group								
White	151	98	15.1	50	34.9	84.9	85	80.7
African American	36	100	48.6	37.1	14.3	51.4	69.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	28	100	51.9	37	11.1	48.1	50.7	43.5
Migrant Status								
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	11	72.7	I/S	I/S	I/S	I/S	85	67.9
Socio-Economic Status								
Subsided meals	118	97.5	28.6	48.2	23.2	71.4	73.5	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	272	98.9	19.1	45	35.9	80.9	76.2	70.2	95.5	95.8
Gender										
Male	140	98.6	24.6	46.3	29.1	75.4	70.7	63.2	95.1	95.8
Female	132	99.2	13.3	43.8	43	86.7	82.2	77.5	95.8	95.9
Racial/Ethnic Group										
White	213	99.1	17.4	41.1	41.5	82.6	82.2	79.1	95.2	95.5
African American	56	98.2	26.4	58.5	15.1	73.6	66.9	57.6	96.6	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	94.8	94.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	62.6	94.6	94.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	98.3	98.7
Disability Status										
Disabled	52	94.2	51.1	36.2	12.8	48.9	39.2	26.1	94.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	88.7	88.7
English Proficiency										
Limited English Proficient	12	100	8.3	41.7	50	91.7	80	61.2	95.3	95.2
Socio-Economic Status										
Subsidized meals	169	98.8	22.8	49.4	27.8	77.2	70.3	58.9	95	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	62	100	16.7	31.7	51.7	83.3
	4	53	100	15.1	39.6	45.3	84.9
	5	57	98.3	13.2	41.5	45.3	86.8
	6	52	100	18	50	32	82
	7	49	100	19.6	47.8	32.6	80.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2009	3	62	100	11.7	46.7	41.7	88.3
	4	53	100	13.2	39.6	47.2	86.8
	5	57	98.3	18.9	43.4	37.7	81.1
	6	52	100	12	38	50	88
	7	49	100	17.4	32.6	50	82.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2009	3	31	100	36.7	36.7	26.7	63.3
	4	52	100	11.5	57.7	30.8	88.5
	5	28	96.4	23.1	53.8	23.1	76.9
	6	25	100	16.7	54.2	29.2	83.3
	7	49	100	10.9	43.5	45.7	89.1
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Social Studies

2009	3	31	96.8	20	33.3	46.7	80
	4	53	100	5.7	56.6	37.7	94.3
	5	28	96.4	33.3	40.7	25.9	66.7
	6	27	96.3	15.4	69.2	15.4	84.6
	7	49	100	37	37	26.1	63
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2009	3	61	98.4	18.6	35.6	45.8	81.4
	4	55	98.2	18.5	50	31.5	81.5
	5	55	98.2	21.2	38.5	40.4	78.8
	6	52	100	19.6	49	31.4	80.4
	7	49	100	17.4	54.3	28.3	82.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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